

# English

## Reading



All children begin accessing our chosen phonics programme Read, Write Inc. (RWI) in Reception. By the end of the year, we expect children to:

### Literacy - Reading

- Identify rhymes, alliteration, syllables and sounds.
- Sound knowledge of common, familiar Nursery Rhymes.
- Say a sound for each letter in the alphabet and at least 10 digraphs.
- Read words consistent with their phonic knowledge by sound-blending.
- Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.
- Read alien words (nonsense words) online with their phonic knowledge.
- Answer questions about a story, demonstrating understanding, and practise building sentences orally. They will make basic predictions about a text.
- Read a story with intonation and fluency.

The children will work through the RWI programme, learning the following sounds in order. Once they know five or six sounds, they will then be taught how to orally blend and segment in order to read words. They work through different coloured books. By the end of reception, the children should know set 1 and set 2 sounds. Some children will also know the set 3 sounds.

### Set 1 Sounds

m	a	s	d	t
i	n	p	g	o
c	k	u	b	f
e	l	h	sh	r
j	v	y	w	th
z	ch	qu	x	ng

### Speed Sounds Set 2

ay	ee	igh	ow	oo
oo	ar	or	air	ir

### Speed Sounds Set 3

ea	oi	ou	oy	
a-e	i-e	o-e	u-e	aw
are	ur	er	ow	ai
oa	ew	ire	ear	ure

Within all the books children will have red and green words to learn to help them to become speedy readers. Red words are words that are not easily decodable and challenge words to extend children's vocabulary. Green words are linked to the sounds they have been learning and are easily decodable.

## Writing

- Form letters correctly, using the taught rhymes linked to RWI and letter families.
- Spell words by identifying sounds in them and representing the sounds with a letter or letters.
- Write simple phrases and sentences that can be read by others.
- Spell simple words correctly or write them in a way which matches spoken words.
- Write own name correctly.
- Grip a pencil correctly, using the tripod grip.
- Spell some red words correctly.

### Handwriting rhymes

a Around the apple and down the leaf.	b Down the laces to the heel and around the toe.	c Curl around the caterpillar.	d Around the dinosaurs bottom, up his tall neck & down to his toes.	e Lift off the top and scoop out the egg.	f Down the stem and draw the leaves.
g Around the girls face, down her hair and give her a curl.	h Down the head, to his hooves and over his back.	i Down the body and dot for the head.	j Down his body, curl, dot for his head.	k Down the kangaroo's body tail and leg.	l Down the long leg.
m Down Maisie, mountain, mountain.	n Down Nobby and over his net.	o All around the orange.	p Down the pirates plait and around his face.	qu Round her head, up past her earring, down her hair, and flick.	r Down the robots back and curl over his arm.
s Slither down the snake.	t Down the tower, across the tower.	u Down and under, up to the top and draw the puddle.	v Down a wing, up a wing.	w Down, up, down, up.	x Down the arm and leg, repeat the other side.
y Down a horn, up a horn and under head.	z Zig-zag-zig.				

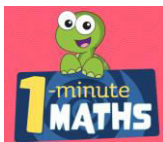
### Practising at home

Please make time to read with your child at home. Children need to be re-reading their books at least three times. This will improve their confidence, fluency and comprehension.

## Mathematics (Number & Numerical Patterns)



- Have a deep understanding of number to 10, including the composition of each number e.g. All of the ways to make 5.
- Subitise (recognise quantities without counting) up to 5.
- Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.
- Verbally count beyond 20, recognising the pattern of the counting system.
- Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.
- Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.
- Children use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems.
- Recognise, create and describe patterns.
- They explore characteristics of everyday objects and shapes and use mathematical language to describe them.



### Practicing at home

All our children have access to 1 minute maths via the White Rose Maths app. It does not require the internet or a log in.

### 1 Minute Maths and Number Blocks

Children are to be encouraged to practise 5-10 minutes a day through play. It can really support a child to develop their mathematical confidence.

## Flintham Primary School



## End of Year Expectations Reception

This booklet provides information for parents and carers on some of the end of year expectations for our children. The EYFS Early Years Framework (2020) identifies these expectations as essential for children to make continued progress across each key stage. Children are expected to meet the Early Learning Goals in seven different areas: Communication and Language, Personal, Social and Emotional Development, Physical Development, Understanding the World, Expressive Arts and Design, Mathematics and Literacy.

Any extra support parents can provide in helping children to achieve these is of great benefit to the child. If you have any queries regarding the content of this booklet or want support in knowing how best to help your child, please talk to your child's teacher.

FPS wholeheartedly promotes the development of the whole child. It is important to acknowledge that alongside these national expectations we encourage families to continue to nurture their children as they always have done.

Providing the sporting, social, musical and other enriching experiences beyond our school environment is crucial to their personal development and holds equal value in our school culture.